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ABSTRACT

The All-Day Kindergarten (ADK) Program was implemented in the Columbus (Ohio) Public Schools in January 1972 to provide a full day of instruction to prepare underachieving kindergarten pupils for first grade. The ADK is an individualized, language-based program that reinforces the skills, concepts, and educational experiences taught in the regular kindergarten classrooms. Starting in October 1990, the ADK was evaluated in terms of student gains in reading and oral comprehension skills and the participation of parents in their children's education. The evaluation was based on data from standardized achievement tests, pupil census logs, pupil data sheets and rosters, and parent involvement logs. It was found that the program served 646 pupils for an average of 14 hours of instruction a week. A total of 399 students attended at least 104.8 days or 80% of the entire instructional period. Over 75% of students with 80% or higher attendance levels gained 3.0 normal curve equivalent points or more in total reading and oral comprehension. Parents of 98.2% of the pupils participated in at least one program-related activity a year. Teachers had a positive response to their in-service training. Increased parent involvement, increased teacher in-service training, continued use of record-keeping documents, and continued school visitations were recommended. The appendixes contain the forms used for the evaluation. (AC)

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Elementary and Secondary Education Act - Chapter 1

# FINAL EVALUATION REPORT
# LANGUAGE DEVELOPMENT COMPONENT
# ALL DAY KINDERGARTEN PROGRAM

1990-91

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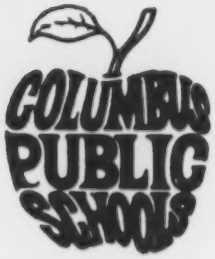


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Elementary and Secondary Education Act - Chapter 1

# FINAL EVALUATION REPORT
# LANGUAGE DEVELOPMENT COMPONENT
# ALL DAY KINDERGARTEN PROGRAM
# 1990-91

## ABSTRACT


Program Description: The All Day Kindergarten (ADK) Program served 646 pupils. Funding of the program was made available through the Elementary and Secondary Education Act - Chapter 1 of 1965, reauthorized by the Hawkins-Stafford Elementary and Secondary School Improvement Amendment of 1988.

The purpose of the Columbus Public Schools in planning the ADK Program was to provide a full day of instruction for underachieving kindergarten pupils. The overall goal of the program was to prepare pupils for first grade. The program provided pupils with an extra half day of instruction in addition to the half day of instruction provided in the regular kindergarten classroom. The program operated on the philosophy that the additional help and attention provided by the program would better prepare underachieving kindergarten pupils for successful learning experiences in first grade.

To reach the 1990-91 program goal, 20 program teachers served in 19 Chapter 1 eligible elementary schools. Each All Day Kindergarten teacher provided daily instruction for two groups of pupils. Groups were limited to 15 pupils each, with each group being instructed for an average of 14.1 hours each week.

Time Interval: For evaluation purposes, the All Day Kindergarten Program started on October 1, 1990. For evaluation based on standardized test data (Desired Outcome 1), the time interval ended March 28, 1991. This provided a maximum of 111 possible days of instruction for ADK pupils. An additional 20 scheduled days (through May 3, 1991) were included in the time interval for evaluation of desired outcomes not based on standardized test data (Desired Outcomes 2 and 3), providing a maximum of 131 possible days of instruction. To meet the attendance criterion (80%) for inclusion in the analyses of Desired Outcome 1, pupils must have attended at least 88.8 days. To meet the attendance criterion (80%) for inclusion in the analyses of Desired Outcomes 2 and 3, pupils must have attended at least 104.8 days.

Activities: Implementation of the program was accomplished through daily instructional activities to strengthen and extend regular classroom instruction without pursuing the basic reading readiness textbooks. Emphasis was placed on activities which would increase language development and enhance those skills needed to be successful in first grade.

Desired Outcomes: The first Desired Outcome stated that at least 50% of the pupils who attend the program at least 80 percent of the instructional period will gain at least 3.0 normal curve equivalent (NCE) points for the instructional period in total reading. The second Desired Outcome stated that annually at least 50 percent of the pupils in attendance at least 80 percent of the instructional period will demonstrate satisfactory progress in the regular classroom as demonstrated by promotion to the next grade. The third Desired Outcome declared that parents of at least 75 percent of Chapter 1 pupils in attendance for 80% of the instructional period will participate by visiting in the classroom, volunteering in the classroom, assisting with homework, reading to or being read to by their children, or attending parent-teacher conferences during the 1990-91 school year. Records will be maintained by ADK teachers.

Evaluation Design: The major evaluation effort was accomplished through the administration of the Vocabulary Test and the Oral Comprehension Test, Form U, Level A, of the Comprehensive Tests of Basic Skills (CTBS, 1981). Analyses of the data included comparison between pretest and posttest change scores in terms of raw scores, percentiles, and NCEs.

Major Findings/Recommendations: Pupil census information indicated that the program served 646 pupils for an average of 14.0 hours of instruction per week. The average daily membership in the program was 547.2 pupils. The average number of days scheduled per pupil was 110.9 days and the average number of days pupils were served was 96.8 days. The average number of pupils served per teacher was 32.3.

The attendance criterion for inclusion in Desired Outcome 1 was met by 399 pupils, which was 61.8% of the 646 English speaking pupils served. Of those pupils who received both administrations of the achievement test, 380 had valid scores on Total Reading; 383 had valid scores on Oral Comprehension.

The data indicated of those tested in the evaluation sample, 297 (78.2%) pupils gained 3.0 NCE points or more for the instructional period in Total Reading; 293 (76.5%) pupils gained 3.0 NCE points or more for the instructional period in Oral Comprehension. Thus, the evaluation objective was met with more than 50% of the sample pupils with gains of 3.0 NCE points or more for the treatment period. The average NCE gain for the Total Reading test was 18.5 and 14.0 points for the Oral Comprehension test.

The second objective called for at least 50 percent of the pupils in the treatment group (in attendance for 80% of the treatment period) to demonstrate satisfactory progress in the regular classroom by promotion to the next grade level. The evaluation design for the All Day Kindergarten Program was created in the Spring, 1990 to ascertain program success for the 1990-91 school year. However, in the Spring of 1991, the Early Childhood Committee stated that the retention of kindergarten pupils was not to be the general practice in the Columbus Public Schools. This practice limited the validity of the evaluation criteria, therefore this desired outcome was not evaluated.

The third objective set a goal that parents of at least 75 percent of Chapter 1 pupils in the treatment group (in attendance for 80% of the treatment period) will participate (see third Desired Outcome, p. 1 of Abstract) during the 1990-91 school year. The data indicated 392 (98.2%) pupils had parents who participated in at least one program related activity during the year. The desired outcome was achieved.

Program teachers attended one inservice meeting during the school year. The meeting received a very positive rating of 4.8 on a 5-point scale by program teachers; comments indicated ideas shared were valued and more inservice meetings were desired.

The program evaluator collected process evaluation data by visiting selected project schools. The purpose of these visits was to monitor record keeping documents. The data indicated no major problems regarding the documents reviewed for those teachers visited. Teachers indicated a desire that these forms be used again during the 1991-92 school year.

It is strongly recommended that the All Day Kindergarten program be continued in the 1991-92 school year, and that consideration be given the following four recommendations to enhance program success: encourage greater parent involvement, provide more teacher inservice, continued use of current recordkeeping documents, and continue school visitations by the program evaluator.

Elementary and Secondary Education Act - Chapter 1

# FINAL EVALUATION REPORT
# LANGUAGE DEVELOPMENT COMPONENT
# ALL DAY KINDERGARTEN PROGRAM

1990-91

## Program Description

The All Day Kindergarten Program was instituted in the Columbus Public Schools in January 1972, for the purpose of providing a full day of instruction for underachieving kindergarten pupils. Funding of the program was made available through the Elementary and Secondary Education Act - Chapter 1 of 1965, reauthorized by the Hawkins-Stafford Elementary and Secondary School Improvement Amendment of 1988. The overall goal of the program is to prepare pupils for first grade. The program provides pupils with an extra half day of instruction in addition to the half day of instruction provided in the regular kindergarten classroom. It is an individualized language based program and provides reinforcement of the skills, concepts, and educational experiences taught in the regular kindergarten classroom. The program operates on the philosophy that the additional help and attention provided by the program will better prepare underachieving kindergarten pupils for successful learning experiences in first grade.

To reach the 1990-91 program goal, 20 program teachers served in 19 Chapter 1 eligible elementary schools. The schools are listed below.

| | | |
|---|---|---|
| Avondale | Koebel | Ohio |
| Beck | Lincoln Park | Reeb |
| Broadleigh | Linden | Second Ave. |
| East Columbus | Livingston | Sullivant |
| Franklinton | Main | Trevitt |
| Highland | Medary | West Broad |
| Kent | | |

Each All Day Kindergarten teacher provided daily instruction for two groups of pupils. Groups were limited to 15 pupils each.

## Evaluation Design

### Desired Outcomes

Three Desired Outcomes (performance objectives) to be achieved by program pupils were delineated for the All Day Kindergarten Program as follow:

Desired Outcome 1: At least 50 percent of the pupils in the evaluation sample (those pupils who had valid pretest and posttest measures, were English speaking, and attended the program at least 80 percent of the instructional period) will gain at least 3.0 normal curve equivalent (NCE) points for the instructional period in total reading. Gain will be measured by a nationally standardized achievement test.

Desired Outcome 2: Annually at least 50 percent of the pupils in attendance at least 80 percent of the instructional period will demonstrate satisfactory progress in the regular classroom as demonstrated by promotion to the next grade.

Desired Outcome 3: Parents of at least 75 percent of Chapter 1 pupils in attendance at least 80% of the instructional period will participate by visiting in the classroom, volunteering in the classroom, assisting with homework, reading to or being read to by their children, or attending parent-teacher conferences during the 1990-91 school year. Records of parent contacts and activities will be maintained by Chapter 1 teachers.

For evaluation purposes, the All Day Kindergarten Program started on October 1, 1990. For evaluation based on standardized test data (Desired Outcome 1), the time interval ended March 28, 1991. This provided a maximum of 111 possible days of instruction for ADK pupils. An additional 20 scheduled days (through May 3, 1991) were included in the time interval for evaluation of desired outcomes not based on standardized test data (Desired Outcomes 2 and 3), providing a maximum of 131 possible days of instruction. To meet the attendance criterion (80%) for inclusion in the analyses of Desired Outcome 1, sample pupils must have attended at least 88.8 days. To meet the attendance criterion (80%) for inclusion in the analyses of Desired Outcomes 2 and 3, pupils must have attended at least 104.8 days.

## Instruments

The evaluation design for the All Day Kindergarten program called for the collection of data in five areas. A copy of each instrument is found in the Appendix, with the exception of the standardized achievement test and the computer generated Pupil Roster.

1. Standardized Achievement Test Information

   The instrument used to assess pupil progress in language was the Vocabulary Test and the Oral Comprehension Test (Form U, Level A) of the Comprehensive Tests of Basic Skills (CTB/McGraw-Hill Staffwriters, 1981). This test which is published by CTB/McGraw-Hill has empirical norms for fall and spring established in October 1980 and April 1981. The program pupils were pretested the week of September 24, 1990 and posttested the week of April 8, 1991.

2. Pupil Census Information

   The Calendar Worksheet/Parent Involvement Log. The Calendar Worksheet/Parent Involvement Log (locally constructed) was used to record pupil service information, selection Service Index numbers, and parent involvement information (see Appendix A, pages 13 and 14).

   Pupil Data Sheet. A Pupil Data Sheet (locally constructed) was completed by ADK teachers for each pupil served. This instrument provided the following information: English speaking status, pupil progress, hours per week of instruction, indication if parents helped with homework, enumeration of parent involvement activities, and number of days of pupil service (see Appendix A, p. 15).

Pupil Roster. The Pupil Roster was completed by program teachers to indicate official enrollment of each pupil into the program. Program teachers identified pupils served from a computer generated list of all kindergarten pupils in their buildings. Information included pupil name, student number, date of birth, program teacher name, school code, and program code.

3. Inservice Evaluation Information

The Orientation Inservice Evaluation Form was constructed locally to collect information about the effectiveness of the inservice meeting as well as provide feedback to the program administrators. The Orientation Evaluation Form was distributed to program teachers at the end of the inservice meeting, September 6, 1990. The Orientation Inservice Evaluation Form is included on pages 16 and 17 of Appendix A.

4. Parent Involvement Information

Parent Involvement Log. The Parent Involvement Log (locally constructed) was used to record parent involvement information. The date, the type of activity involved, the name of attendee(s), and amount of time of involvement were recorded for each activity (see Appendix A, p. 14).

Pupil Data Sheet. This instrument, described earlier, was used to summarize data from the Parent Involvement Logs. A copy can be found in Appendix A, p. 15.

In addition to the types of data specified in the evaluation design, process evaluation data were obtained via on-site visitations to program classrooms. Findings are discussed later in this report.

## Major Findings

The pupil census information is summarized in Table 1. The program served 646 pupils for an average of 14.0 hours of instruction per week. The average daily membership in the program was 547.2 pupils. The average number of days scheduled per pupil was 110.9 days and the average number of days pupils were served was 96.8 days. The average number of pupils served per teacher was 32.3.

The evaluation sample was comprised of those pupils who attended 80% of the program days, had both pretest and posttest scores, and were English speaking (for Desired Outcome 1). The attendance criterion was met by 399 pupils, which was 61.8% of the 646 English speaking pupils served. Of those pupils who received both administrations of the achievement test, 380 had valid scores on Total Reading; 383 had valid scores on Oral Comprehension. Data from testing are presented in Tables 2 and 3.

Analyses of pretest-posttest change scores of raw scores, percentiles, and normal curve equivalents (NCEs) were conducted. For the reader who is interested in the pre-and-posttest results for the number of correct responses and for percentile statistics, tables are included in Appendix B, Tables B-1 and B-2, page 19.

Although the results for the number of correct responses and for percentile statistics are available in the appendixes, the reader should be wary of trying to extrapolate these results into comparisons of pupils achievement. Raw

Table 1

Number of Pupils Served; Averages for Days Scheduled, Days Served, Daily Membership and Hours of Instruction Per Week for ADK Program 1990-91

| Grade | Pupils Served | Girls | Boys | Average Days Scheduled | Average Days Served | Average Daily Membership | Average Hours of Instruction per Pupil per Week |
|---|---|---|---|---|---|---|---|
| K | 646 | 313 | 333 | 110.9 | 96.8 | 547.2 | 14.0 |

scores are equal units of measurement, but can only provide a limited interpretation of achievement data. Percentiles provide comparative information but are not equal units of measure. Caution is advised in drawing conclusions about program impact from any of the scores above. Normal curve equivalents (NCEs) are generally considered to provide the truest indication of pupil growth in achievement, since they provide comparative information in equal units of measurement. Data for normal curve equivalents for the Total Reading and Oral Comprehension skills tested are presented in Table 2.

The overall average NCE gain for the program was 18.5 points on the Total Reading test. While the overall average NCE gain on the Oral Comprehension test was 14.0 points (see Table 2).

Table 3 contains Total Reading and Oral Comprehension test data related to changes in NCE scores for three ranges: (a) no improvement in NCE scores ( $< 0.5$ ); (b) some improvement in NCE scores (0.5 to 2.9); and (c) substantial improvement in NCE scores (3.0 or more). Total Reading test data indicated that 305 (80.3%) pupils made gains in NCE scores. More specifically, 297 (78.2%) made substantial improvement and 8 (2.1%) made some improvement in NCE scores, while 75 (19.7%) made no improvement. The first Desired Outcome set a goal that at least 50 percent of the sample pupils would gain at least 3.0 NCE points for the instructional period in Total Reading. Desired Outcome 1 was met with 78.2% of the pupils gaining 3.0 NCE points or more for the treatment period. In addition to the types of data specified in the evaluation design, Table 5 contains Oral Comprehension test data regarding changes in NCE scores for the three ranges. The data indicate 293 (76.5%) pupils made substantial improvement and 90 (23.5%) made no improvement for the treatment period.

The second Desired Outcome called for at least 50 percent of the pupils in the treatment group to demonstrate progress in the classroom by promotion to the next grade level. The evaluation design for the All Day Kindergarten Program was created in the Spring, 1990 to ascertain program success for the 1990-91 school year; however, in the Spring of 1991, the Early Childhood Committee stated that the retention of kindergarten pupils was not to be the general practice in the Columbus Public Schools. This practice limited the validity of the evaluation criteria, therefore this desired outcome was not evaluated.

Table 2

Minimum, Maximum, Average, and Standard Deviation of the Total Reading and Oral Comprehension Pretest and Posttest Normal Curve Equivalents (NCE) for ADK Program 1990-91

| Test | Number of Pupils | Pretest | | | | Posttest | | | | Average Change |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Min. | Max. | Average NCE | Standard Deviation | Min. | Max. | Average NCE | Standard Deviation | |
| Total Reading | 380 | 1 | 67.0 | 24.7 | 14.4 | 1 | 94.0 | 43.2 | 20.7 | 18.5 |
| Oral Comprehension | 383 | 12 | 66 | 27.6 | 13.8 | 1 | 88 | 41.7 | 19.8 | 14.0 |

Table 3

Number and Percent of Pupils in Normal Curve Equivalents (NCE) Score Improvement Change Categories in the Total Reading and Oral Comprehension Tests for All Day Kindergarten Pupils 1990-91

| Test | Pupils in Sample | No Improvement ( < 0.5 ) | | Some Improvement (0.5 to 2.9) | | Substantial Improvement (3.0 or more) | |
|---|---|---|---|---|---|---|---|
| | | N | % | N | % | N | % |
| Total Reading | 380 | 75 | 19.7 | 8 | 2.1 | 297 | 78.2 |
| Oral Comprehension | 383 | 90 | 23.5 | 0 | 0.0 | 293 | 76.5 |

The Parent Involvement Log (Appendix A, p. 14) was used by the program teacher during the year to record parent involvement as it occurred for each pupil served. At the end of the year teachers summarized this information on the Pupil Data Sheet (Appendix A, p. 15). The parent involvement information is summarized in Table 4.

Table 4 presents the total number of parents involved in the various activities and the cumulative hours of contact for the year. If total parent hours for each activity listed are used as a basis of comparison, the activity in which parents were most frequently involved was in group meetings and the least involvement occurred in planning. The number of parents involved is not additive since a parent could be involved in more than one activity for the year. Therefore, a yearly unduplicated count of parents who were involved with the program was obtain at the end of the school year. The annual unduplicated count of parents was estimated at 837.

The third Desired Outcome set a goal that parents of at least 75 percent of Chapter 1 pupils in the treatment group (those in attendance for 80% of the instructional period) will participate by visiting in the classroom, volunteering in the classroom, assisting with homework, reading to or being read to by their children, or attending parent-teacher conferences during the 1990-91 school year. The data indicated 392 (98.2%) pupils had parents who participated in at least one program related activity during the year. In addition, 373 (93.5%) of the parents read to their child or their child read to them. This desired outcome was achieved.

Table 4

Number of Parent and Teacher Hours by
Type of Parent Involvement Activity
Reported for ADK Program
1990-91

| Activity | Number of Parents | Teacher Hours |
|---|---|---|
| Parents involved in planning. | 12 | 50.17 |
| Group meetings | 555 | 891.34 |
| Individual conferences | 700 | 543.98 |
| Parental classroom visits | 323 | 356.85 |
| Home Visits | 51 | 18.64 |
| Total Teacher Hours | -- | 1860.98 |

All Day Kindergarten teachers attended one inservice meeting during the school year, the Orientation Inservice on September 14, 1990. The inservice

evaluation form was specifically designed to address concerns regarding the Opening Conference Inservice (see Appendix A, pages 16-17). The responses of the All Day Kindergarten group are summarized in Table 5. The average responses indicated teachers agreed that the inservice meeting was very worthwhile, the information presented was useful, and there was time to ask questions and have questions answered. The average response for the Program Coordinators and Evaluator's presentations was 4.4 (overall average) on a 5-point rating scale. Teachers did not often respond to the open-ended items provided on the evaluation form and the comments made were generally diverse in nature. Respondents valued having the opportunity to share and hear ideas for classroom use and to learn new instructional methods (directed toward the newly adopted reading series), as well as program/evaluation procedures. Teachers expressed a desire for such meetings to occur again.

Table 5

Number and Average Responses to Inservice Statements for Orientation Meeting During 1990-91 School Year

| Statements | Number Responding | Average Response | Responses SA (5) | A (4) | U (3) | D (2) | SD (1) |
|---|---|---|---|---|---|---|---|
| I think this was a very worthwhile meeting. | 18 | 4.8 | 14 | 4 | 0 | 0 | 0 |
| The information presented in the meeting will assist me in my program. | 18 | 4.8 | 15 | 3 | 0 | 0 | 0 |
| There was time to ask questions pertaining to the presentation. | 18 | 4.9 | 16 | 2 | 0 | 0 | 0 |
| Questions were answered adequately. | 18 | 4.9 | 16 | 2 | 0 | 0 | 0 |

Note: Items were rated using a 5-point scale where SD = Strongly Disagree; D = Disagree; U = Undecided; A = Agree; and SA = Strongly Agree.

Process evaluation was conducted to monitor record keeping procedures of teachers at two points in time, October, 1990 and March, 1991. The Calendar Worksheet, implemented during the 1990-91 school year, was designed to document program service (see Appendix A, p. 13). Each teacher was asked to send copies of the Calendar Worksheets for a randomly selected group of program pupils by October 30, 1990. Worksheets were reviewed to see if they were properly coded; those in error were corrected by phone or a short note. Calendar Worksheets were generally found to be in compliance with evaluation guidelines.

In March, 1991 the Chapter 1 program evaluator visited a randomly selected group of program teachers to review records. More specifically, the purpose of these visits was to review record keeping documents and to insure that they were properly coded, kept up-to-date, and that there were records for every pupil served -- even if served for only one day. It was assumed those selected would be representative of the program staff. Three (15.0%) of the 20 ADK program classrooms in three of the 19 buildings were visited during the period from March 19 to March 28, 1991.

The data indicated no major problems regarding the documents reviewed for those teachers visited. All sheets were properly coded and up-to-date. A Calendar Worksheet was completed for each pupil served in the classroom as specified. Informally, teachers expressed a desire that these forms be kept for record keeping purposes and used during the 1991-92 school year. Teachers perceived them to be easily maintained.

## Summary/Recommendations

The All Day Kindergarten Program provided underachieving kindergarten pupils in 19 schools with an extra half day of instruction, in addition to the half day they received in a regular kindergarten classroom. The overall goal of the program was to prepare pupils for first grade. For evaluation purposes, the All Day Kindergarten Program started on October 1, 1990 and continued through May 3, 1991. For evaluation based on standardized test data (Desired Outcome 1), the time interval ended March 28, 1991. This provided a maximum of 111 possible days of instruction for ADK pupils. An additional 20 scheduled days (through May 3, 1991) were included in the time interval for evaluation of desired outcomes not based on standardized test data (Desired Outcomes 2 and 3), providing a maximum of 131 possible days of instruction. To meet the attendance criterion (80%) for inclusion in the analyses of Desired Outcome 1, pupils must have attended at least 88.8 days. To meet the attendance criterion (80%) for inclusion in the analyses of Desired Outcomes 2 and 3 pupils must have attended at least 104.8 days. The criteria for inclusion in the evaluation sample (Desired Outcome 1) included: (a) attendance for 80% of the program days; (b) valid pretest and the posttest scores; and (c) English speaking. The attendance criterion was met by 399 pupils which was 61.8% of the 646 English speaking pupils served. Of these, 380 received both administrations of the achievement tests and had valid scores on Total Reading; 383 had valid scores on Oral Comprehension.

The first Desired Outcome called for at least 50% of the evaluation sample pupils to gain at least 3.0 NCE points in total reading. The data indicated of those tested in the evaluation sample, 297 (78.2%) pupils gained 3.0 NCE points or more for the instructional period in Total Reading; 293 (76.5%) pupils gained 3.0 NCE points or more for the instructional period in Oral Comprehension. The overall NCE gain for the program averaged 18.4 points on the Total Reading test, while the overall NCE gain on the Oral Comprehension test averaged 14.0 points. Program gains were far greater than anticipated and provided a very strong indication of program success, i.e., to better prepare underachieving kindergarten pupils for first grade. The average NCE score for the evaluation sample at pretest was 24.7 in Total Reading and 27.6 in Oral Comprehension. At posttest, evaluation sample pupils had an average NCE score of 43.2 in Total Reading and 41.7 in Oral Comprehension.

The second Desired Outcome called for at least 50 percent of the pupils in the treatment group (in attendance for 80% of the treatment period) to demonstrate progress in the classroom by promotion to the next grade level. The evaluation design for the All Day Kindergarten program was created in the Spring of 1990 to ascertain program success for the 1990-91 school year. However, in the Spring of 1991, the Early Childhood Committee stated that the retention of kindergarten pupils was not to be the general practice in the Columbus Public Schools. This practice limited the validity of the evaluation criteria, therefore this desired outcome was not evaluated.

The third Desired Outcome set a goal that parents of at least 75 percent of Chapter 1 pupils in the treatment group would participate by visiting in the classroom, volunteering in the classroom, assisting with homework, reading to or being read to by their child, or attending parent-teacher conferences during the 1990-91 school year. The Desired Outcome was achieved for 98.2% of the pupils.

More specifically, parent involvement data indicated that 373 (93.5%) of the parents read to their child or their child read to them. If total parent hours for each activity are used as a basis for comparison, parents were most frequently involved in group meetings and least involved in planning. Of the pupils in the treatment group, 98.2% (392) had parents who participated in at least one program related activity during the year. The evaluation data indicated the parent involvement effort was highly successful.

Program teachers attended one inservice meeting during the school year. The meeting received a very positive rating of 4.8 on a 5-point scale by program teachers. Comments indicated teachers valued the opportunity to share and hear ideas for classroom use and to learn new instructional methods (directed toward the newly adopted reading series), as well as to learn new program/evaluation procedures. Teachers expressed a desire for such meetings to occur again.

Process evaluation was conducted to monitor record keeping procedures of teachers. On-site visitation and inspection of records were instrumental in this process. The data indicated no major problems regarding the documents reviewed for those teachers visited. Informally, teachers expressed a desire that these forms be kept for record keeping purposes and used during the 1991-92 school year.

Based on the evaluation results, it is strongly recommended that the All Day Kindergarten program be continued in the 1991-92 school year. The following recommendations are made to enhance program success:

1. Teachers should be encouraged to continue parent involvement efforts and to employ those methods and techniques found to be successful.

2. Program teachers should be provided more inservice meetings to: (a) share instructional ideas to increase skills and broaden their base of understanding of beginning readers as it relates to the new reading series; and (b) support their efforts and heighten their level of parent involvement skills.

3. The instruments utilized for recording pupil service and parent involvement should continue to be used during the 1991-92 school year due to the ease with which these documents were maintained and the sufficiency of the information provided.

4. The program evaluator should increase classroom visitation to enhance the record keeping process, respond to questions about evaluation requirements, and obtain pertinent information. These visits provide useful information regarding instruction, evaluation, and related concerns of the program teacher.

## References

CTB/McGraw-Hill Staffwriters. (1981). Comprehensive Test of Basic Skills, Monterey, California: CTB/McGraw-Hill.

* CALENDAR WORKSHEET FOR RECORDING DAYS OF PUPIL SERVICE *
1990-91

Student's Name _____

Student's Birthdate _ _ _ _ _ _
M M D D Y Y

Student Number _ _ _ _ _ _

Race Code _____ (1-5)  Sex _____ (M or F)

Note: Please keep original worksheets for all pupils (even for pupils who leave). Do not send to program coordinator or to other schools.

Teacher Name _____

Program Code _ _ _ _ _

School _____

School Code _ _ _

| 1990-91 | M | T | W | TH | F | M | T | W | TH | F | M | T | W | TH | F | M | T | W | TH | F |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Aug. 27 - Sept. 21 | M | M | 29 | 30 | 31 | H | 4 | 5 | 6 | 7 | 10 | 11 | 12 | 13 | 14 | 17 | 18 | 19 | 20 | 21 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | |
| Sept. 24 - Oct. 19 | 24 | 25 | 26 | 27 | 28 | 1 | 2 | 3 | 4 | 5 | 8 | 9 | 10 | 11 | 12 | 15 | 16 | 17 | 18 | COTA |
| | | | | | | | | | | | | | | | | | | | | 0 |
| Oct. 22 - Nov. 16 | 22 | 23 | 24 | 25 | 26 | 29 | 30 | 31 | 1 | 2 | 5 | 6 | 7 | 8 | 9 | 12 | 13 | 14 | 15 | PC |
| | | | | | | | | | | | | | | | | | | | | 0 |
| Nov. 19 - Dec. 14 | 19 | 20 | 21 | H | N | 26 | 27 | 28 | 29 | 30 | 3 | 4 | 5 | 6 | 7 | 10 | 11 | 12 | 13 | 14 |
| | | | | 0 | 0 | | | | | | | | | | | | | | | |
| Dec. 17 - Jan. 18 | 17 | 18 | 19 | N | N | N | N | N | 3 | 4 | 7 | 8 | 9 | 10 | 11 | 14 | 15 | 16 | 17 | 18 |
| | | | | 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | | |
| Jan. 21 - Feb. 15 | H | 22 | 23 | 24 | 25 | 28 | 29 | 30 | 31 | 1 | 4 | 5 | 6 | 7 | 8 | 11 | 12 | 13 | 14 | PC |
| | 0 | | | | | | | | | | | | | | | | | | | 0 |
| Feb. 18 - Mar. 15 | 18 | 19 | 20 | 21 | 22 | 25 | 26 | 27 | 28 | 1 | 4 | 5 | 6 | 7 | 8 | 11 | 12 | 13 | 14 | 15 |
| Mar. 18 - Apr. 12 | 18 | 19 | 20 | 21 | 22 | 25 | 26 | 27 | 28 | N | N | N | N | N | N | 8 | 9 | 10 | 11 | 12 |
| | | | | | | | | | | 0 | 0 | 0 | 0 | 0 | 0 | | | | | |
| Apr. 15 - May 10 | 15 | 16 | 17 | 18 | 19 | 22 | 23 | 24 | 25 | 26 | 29 | 30 | 1 | 2 | 3 | 6 | 7 | 8 | 9 | 10 |
| | | | | | | | | | | | | | | | | 0 | 0 | 0 | 0 | 0 |
| May 13 - June 7 | 13 | 14 | 15 | 16 | 17 | 20 | 21 | 22 | 23 | 24 | H | 28 | 29 | 30 | 31 | 3 | 4 | 5 | 6 | R |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

OFFICIAL FIRST DAY OF ENROLLMENT FOR SPECIFIC PROGRAMS:

| | |
|---|---|
| Consulting Teacher Programs | Sept. 17th |
| Early Literacy 2 | Sept. 17th |
| Non-Public 2-8 | Sept. 17th |
| N or D 2-12 | Sept. 17th |
| Early Literacy 1 | Sept. 24th |
| Non-Public 1 | Sept. 24th |
| N or D 1 | Sept. 24th |
| Instructional Assistant 1 | Sept. 24th |
| Instructional Assistant K | Oct. 1st |
| All Day Kindergarten | Oct. 1st |
| Full Day Kindergarten | Oct. 1st |

RACE CODES
1 = Non-Minority
2 = Black
3 = Spanish Surname
4 = Asian American
5 = American Indian

SERVICE CODES
0 = Pupil Not Scheduled (Inservice, Teacher Illness, Personal Day, Snow Day, Parent Conference Day, etc.)
1 = Pupil Scheduled and Not Served (Absent from School/Class)
2 = Pupil Served (Pupil Present)

Appendix A



EVALSRVCS/P504/RPTFADK91
02/04/92

ESEA - Chapter 1
Parent Involvement Log
1990-91

Program Code _____ Name of Pupil _____ Grade _____

Parent Name _____ Address _____ Phone Number _____

**THE COLLECTION OF PARENT INVOLVEMENT DATA IS REQUIRED BY CHAPTER 1.**
Please check if the following two activities occurred for this pupil anytime this year.

|__| Parent helped child with homework

|__| Parent read to child or child read to parent

DIRECTIONS: Please indicate in the fields below the activity, name of parent/guardian, and the hours they were involved in the Chapter 1 project. ROUND HOURS TO THE NEAREST TENTH. Obviously, you may keep expanded notes about activities somewhere else.

| Date MMDDYY | Activity* (1-5) | Attendee(s) Parent/Guardian | Hours 00.0 | Entered on Computer MMDDYY |
|---|---|---|---|---|
| _____ | _____ | _____ | __.__ | _____ |
| _____ | _____ | _____ | __.__ | _____ |
| _____ | _____ | _____ | __.__ | _____ |
| _____ | _____ | _____ | __.__ | _____ |
| _____ | _____ | _____ | __.__ | _____ |
| _____ | _____ | _____ | __.__ | _____ |
| _____ | _____ | _____ | __.__ | _____ |
| _____ | _____ | _____ | __.__ | _____ |
| _____ | _____ | _____ | __.__ | _____ |
| _____ | _____ | _____ | __.__ | _____ |
| _____ | _____ | _____ | __.__ | _____ |
| _____ | _____ | _____ | __.__ | _____ |
| _____ | _____ | _____ | __.__ | _____ |
| _____ | _____ | _____ | __.__ | _____ |

*Kinds of Parent Involvement to record for the column labeled Activity

(1) Involved in planning (do not include advisory council)
(2) Group meetings (do not include advisory council)
(3) Individual conferences (telephone conferences included)
(4) Parental classroom visits
(5) Home visits

COLUMBUS PUBLIC SCHOOLS COMPENSATORY EDUCATION
PUPIL DATA SHEET

SCHOOL CODE |_|_|_|_| PROGRAM CODE |_|_|_|_|_|_| SSN |_|_|_|_|_|_|_|_|_|

School Name _____ Program Name _____ Teacher Name _____

1. |_|_|_|_|_|_|_|_|_|_|_|_|_|_|_| |_|_|_|_|_|_|_|_|_|_|_|_| |_|

Student: Last Name First Name M.I.

2. STUDENT NO. |_|_|_|_|_|_| GRADE |_|_| BIRTHDATE |_|_|_|_|_|_|

m m d d y y

3. Is This Pupil English Speaking? NO YES

4. Pupil Progress: NONE SOME MUCH

5. Hours Per Week of Instruction |_|_|.|_|

6. Pupil Was Discontinued NO YES 92001, 92002, 92007, 92060, 92104

7. Parent Helped With Homework NO YES 92007, 92017, 92060

8. Parent Reads to Child or Child Reads to Parent NO YES 92007, 92017, 92060

FOR QUESTIONS 6-8, CIRCLE NO, YES, OR YOUR PROGRAM CODE IF IT IS LISTED. (SEE PROGRAM CODE ON PREPRINTED FORMS.)

For numbers 9-13, fill in the number of parents involved in each activity during the year and cumulative hours of contact.

| | | No. of Parents | No. of Hours |
|---|---|---|---|
| 9. | Planning | |_|_| | |_|_|_|_|.|_|_| |
| 10. | Group Meetings | |_|_| | |_|_|_|_|.|_|_| |
| 11. | Individual Conferences | |_|_| | |_|_|_|_|.|_|_| |
| 12. | Classroom Visits | |_|_| | |_|_|_|_|.|_|_| |
| 13. | Home Visits | |_|_| | |_|_|_|_|.|_|_| |

| | | thru 04-03-92 | from 04-06-92 thru 05-01-92 |
|---|---|---|---|
| 14. | Number of Days Service Scheduled (Carefully Read Instructions) | |_|_|_|_| | |_|_|_|_| |
| 15. | Number of Days Service Received (Carefully Read Instructions) | |_|_|_|_| | |_|_|_|_| |

EVALSRVCS/P504/RPTFADK91
02/04/92

ESEA CHAPTER 1 AND DPPF
ORIENTATION INSERVICE EVALUATION FORM
1990-91 ORIENTATION

Date of Orientation Meeting_____ A.M.___ P.M.___

Circle only the program(s) you are in:

ESEA Chapter 2 Program:
(1) FDK

ESEA Chapter 1 Programs:
(2) ADK
(3) Reading-Elementary (2-5)
(4) Mathematics-Elementary (3-5)
(5) Reading-Middle School (6-8)
(6) Mathematics-Middle School (6-8)
(7) N or D (1-12)
(8) Non-Public (1-8)
(9) Reading Recovery (1)
(10) Chap. 1 Early Literacy (1-2)

DPPF Programs:
(11) Instructional Assistant - K
(12) Instructional Assistant - 1
(13) DPPF HSCA
(14) DPPF Early Literacy (2)

General Fund Program:
(15) General Fund HSCA

Other (Specify)
(16) _____

Circle the number that indicates the extent to which you agree with statements 1-4, in rating the overall day of inservice.

| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1. I think this was a very worthwhile inservice. | 5 | 4 | 3 | 2 | 1 |
| 2. The information presented in this inservice will assist me in my program. | 5 | 4 | 3 | 2 | 1 |
| 3. There was time to ask questions pertaining to the presentations. | 5 | 4 | 3 | 2 | 1 |
| 4. Questions were answered adequately. | 5 | 4 | 3 | 2 | 1 |

Circle the number that indicates how you would rate each of the following portions of today's inservice in regard to interest and usefulness of presentations.

| | Superior | Excellent | Good | Fair | Poor |
|---|---|---|---|---|---|
| 5. Program Coordinators' Presentation | | | | | |
| a. Interest | 5 | 4 | 3 | 2 | 1 |
| b. Usefulness | 5 | 4 | 3 | 2 | 1 |
| c. Clarity of instructions | 5 | 4 | 3 | 2 | 1 |

**********
*
* Please turn over for questions 6-9 *
*
**********

| | Superior | Excellent | Good | Fair | Poor |
|---|---|---|---|---|---|
| 6. Evaluation Presentation | | | | | |
| a. Interest | 5 | 4 | 3 | 2 | 1 |
| b. Usefulness | 5 | 4 | 3 | 2 | 1 |
| c. Clarity of instructions | 5 | 4 | 3 | 2 | 1 |

7. What was the most valuable part of this meeting?_____

_____

8. What was the least valuable part of this meeting?_____

_____

9. What additional information or topics would you like to see covered in future meetings?

_____

_____

_____

Table B-1

Minimum, Maximum, Average, and Standard Deviation of the Total Reading and Oral Comprehension Pretest and Posttest Raw Scores for ADK Program 1990-91

| Test | Number of Test Items | Number of Pupils | Pretest | | | | Posttest | | | | Average Change |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Min. | Max. | Average Correct | Standard Deviation | Min. | Max. | Average Correct | Standard Deviation | |
| Total Reading | 31 | 380 | 2 | 24 | 14.3 | 4.0 | 12 | 31 | 22.1 | 3.8 | 7.8 |
| Oral Comprehension | 15 | 380 | 1 | 13 | 6.9 | 2.5 | 3 | 15 | 10.5 | 2.4 | 3.6 |

Table B-2

Minimum, Maximum, Median, and Standard Deviation of the Total Reading and Oral Comprehension Pretest and Posttest Percentiles for ADK Program 1990-91

| Test | Number of Pupils | Pretest | | | | Posttest | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Min. | Max. | Median Percentile | Standard Deviation | Min. | Max. | Median Percentile | Standard Deviation |
| Total Reading | 380 | 1 | 79 | 10.0 | 16.1 | 1 | 98 | 41.0 | 27.1 |
| Oral Comprehension | 383 | 3 | 78 | 14.0 | 17.2 | 1 | 96 | 36.0 | 26.6 |



EVALSRVCS/P504/RPTFADK91
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